

Okanagan School of Business: Development of an Experiential Learning Database

Tanya Tarlit, MACD Candidate
School of Public Administration, University of Victoria
July 2016

Client: Kerry Rempel, Business Professor
Okanagan School of Business

Supervisor: Dr. Catherine Althaus
School of Public Administration, University of Victoria

Second reader: Dr. Thea Vakil
School of Public Administration, University of Victoria

Chair: Dr. Kim Speers
School of Public Administration, University of Victoria

TABLE OF CONTENTS

EXECUTIVE SUMMARY	4
1. INTRODUCTION	7
1.1 Project Problem	9
1.2 Project Client	10
1.3 Project Objective	11
1.4 Research Questions	14
1.5 Background	14
1.6 Organization of Report	15
2. LITERATURE REVIEW	17
2.1 History of Experiential Learning	18
2.2 What is Experiential Learning	21
2.3 Critiques and Limitations of Experiential Learning	25
2.4 Trends in Experiential Learning	28
2.5 Benefits and Types of Experiential Learning at Colleges and Universities	30
2.6 Summary	34
3.0 METHODOLOGY AND METHODS	35
3.1 Primary Data Collection: Course Outline and Academic Calendar Analysis	35
3.2 Primary Data Collection: Data Verification	35
3.3 Project Strengths and Limitations	36
4.0 FINDINGS:	37
4.1 Primary Data: Course Outline and Calendar Analysis	37
4.2 Primary Data Verification:	37
4.3 Findings	38
4.4 Background – Business Administration Program	38
4.5 Background – Office Administration	41
4.6 Background – Food, Wine and Tourism	43
4.7 Background – Commercial Aviation	46
4.8 Summary	48
RECOMMENDATION	55
6.0 IMPLEMENTATION OF THE OKANAGAN SCHOOL OF BUSINESS EXPERIENTIAL LEARNING DATABASE and WEBSITE	57
6.1 Implementation Assumptions	57
6.2 Project Goal and Objectives of the OSB Experiential Learning Database and Website ..	57

6.3 Business Drivers of the OSB Experiential Learning Database and Website.....	58
6.4 Customers of the OSB Experiential Learning Database and Website.....	59
6.5 Implementation Guide of the OSB Experiential Learning Database and Website	60
7.0 CONCLUSIONS	62
REFERENCES.....	64
APPENDICES	68
Appendix 1: Experiential Learning Matrix Program Definitions.....	68
Appendix 2: Experiential Learning Matrix Attribute Definitions	70
Appendix 3: Experiential Learning Database and Website Project Structure	71
Appendix 4: ELD Roles and Responsibilities	72
Appendix 5: Success Criteria	74
Appendix 6: ELD Project Risk Management Process.....	75
Appendix 7: ELD Project Approval.....	77

LIST OF TABLES AND FIGURES

Table 1: Experiential Learning Matrix.....	12
Figure 1: History of Experiential Learning.....	20
Table 2: Tenets of Experiential Learning.....	24
Figure 2: Benefits of Experiential Learning.....	31
Figure 3: OSB Structured Experiential Learning.....	50
Figure 4: Types of Experiential Learning in Course Development.....	52
Table 3: Experiential Learning Customer Group.....	58
Table 4: Implementation Guide.....	60

ACKNOWLEDGEMENTS

I would like to thank all of the individuals who made this project, and the completion of my degree, possible:

My supervisor, Dr. Catherine Althaus and my second reader, Dr. Thea Vakil, for their thoughtful comments, words of encouragement and guidance throughout the process.

My client, Kerry Rempel, for helping to create this opportunity and for patience throughout the process.

My classmates in the MACD program, for the inspiration, humor and dedication they provided.

My coworkers, friends and family for listening to my constant babble about the MACD program and for your reassurance.

My editor and friend, Katerina Hay, thank you so much for your eagle eye, your empathy and going through the Masters process with me, though different programs, similar realities, you made me feel not alone.

My parents, for always supporting me to go after my dreams and aspirations.

My children, Halen and Alexa, thank you for being so flexible, loving and supportive. Not once did you complain when I said I had to do homework or go to my residency. You are the reason that I started and completed this degree.

My husband, Steve, for being my constant cheerleader; you made it possible for me to be able to take this opportunity. Thank you for your love, praise and hugs through this degree and every day.

EXECUTIVE SUMMARY

Introduction

Post-secondary institutions across Canada are interested in improving student experiential learning outcomes (Albert, 2010). According to a study by The Canadian University Survey Consortium (2016), one of the top three factors in a first-year student's choice of a particular Canadian post-secondary institution is whether the chosen program has a work-integrated or experiential learning component. Post-secondary institutions should, therefore develop their capacity to manage and market experiential learning opportunities to potential and current students.

Okanagan School of Business (OSB), located at Okanagan College in Kelowna, British Columbia, is being affected by this trend toward managing and marketing experiential learning opportunities to students, staff and stakeholders. The objective of this project is to identify the type of experiential learning available at the Okanagan School of Business through its program offerings. It, therefore, seeks to answer the following research questions:

The primary research question is:

- *What type of experiential learning is occurring at the Okanagan School of Business?*

Secondary and supplementary questions to support the primary research questions are:

- *Where is experiential learning occurring?*
- *What community stakeholders are associated with the delivery of experiential learning opportunities?*

Literature Review

The literature addressing these questions covered topics such as history, trends, critique and definitions of experiential learning. While this report is produced for a Canadian college, the literature pertains to both Canadian and American post-secondary institutions. The literature shows that experiential learning has a rich history. The historical perspective assists to

substantiate the importance of experiential learning in curriculum development and the need to broadcast where experiential learning is occurring in educational facilities to aid learners in understanding what opportunities are available to them. There are various different definitions of experiential learning. The definitions provide context and help narrow the focus of the project. The literature suggests that critiques of the experiential learning come from a philosophical and practical lens. Trends in experiential learning tend to show a growth in support of experiential learning from post-secondary administration and government funders. Lastly, there are many positive benefits associated with experiential learning, both from the learner and post-secondary institutional perspectives. These benefits include the promotion of lifelong learning, helping students relate theory and practice, the development of external stakeholders and more options available to graduate for employment.

Methodology and Methods

Triangulation theory is used to validate data through cross verification from multiple sources. This approach includes standardized data verification conducted with instructors, advisors and administrators that reinforced data compiled from course outlines and the Okanagan College academic calendar. In addition to the data review, 247 course descriptions and 97 course outlines for the programs found under the OSB were reviewed. These findings are compiled and inform the subsequent sections of the report.

Findings and Analysis

The findings from the data analysis are structured using the experiential learning matrix and broken down into four program headings: Business Administration, Office Administration, Food, Wine and Tourism and Culinary arts. Taken together, three key themes emerge from the findings: 1) OSB has a large local community stakeholder engagement 2) OSB is associated with

a varied amount of structured experiential learning activities and 3) there is a broad range of circular experiential learning activities available to OSB students.

The findings illuminate one major strategic implication for the OSB. The OSB does not have one location for stakeholders, students, faculty and staff to look for experiential learning opportunities available. The next section provides a recommendation and implementation plan.

Recommendation and Implementation

Drawing from the findings, one option was developed for the OSB. The recommendation is to develop and implement an OSB experiential learning database and website. The OSB can work cooperatively with the Okanagan College Student, Graduate and Co-op Centre (SGCC) to store all the department experiential learning data in one location. The SGCC is a hub for some types of experiential learning at Okanagan College including co-op work terms, graduate internships, research opportunities, and volunteer opportunities and student employment. The process to expand the current website will take seven months from January 2017 to July 2017 to design and implement.

An implementation plan is provided for the experiential learning database and website. It is structured around the original research questions listed above and includes a stakeholder analysis, project goals, drivers and an implementation timeline for completion. The implementation guide is intended to be a practical and useful tool for the OSB. The database and website will help to ensure the OSB develops their capacity to manage and market experiential learning opportunities to prospective and current students.

1. INTRODUCTION

Okanagan College (OC) is a medium sized student centred post-secondary institution serving 20,000 students annually with locations in Kelowna, Penticton, Salmon Arm and Vernon (Okanagan College, 2014). It was established in 1963 with a focus on meeting industry needs and the career interests of students (Okanagan College, 2014). The College prides itself on providing quality post-secondary education in an intimate setting. It is focused on supporting regional economic development and has a positive provincial and national profile for providing unique, quality programs that attract many students from out-of-region and country (Okanagan College, 2014). Okanagan College has created highly regarded vocational and academic programs which combine classroom-based education with experiential learning (Okanagan College Student, Graduation and Co-op Employment Centre, 2014). Experiential learning is defined by the British Columbia Accountability Council for Co-operative Education (ACCE) as:

- Facilitated hands-on learning occurring in the curricular space;
- A formal program: intentionally linked to an academic and/or professional goals;
- Reflection is ongoing and meaningful;
- Directed and monitored by institution;
- Has experience at its core; and
- Student outcomes to develop knowledge, skill and attributes (ACCE, 2015)

Experiential learning is an educational component to all programs at Okanagan College. In total there are 176 credentials (certificate, diploma, degrees) available at OC, in 171 program areas (Okanagan College, 2014). Currently, the College does not have a database or website listing all experiential learning capacities at OC. The College acknowledges co-ops, practicums and apprenticeships in their marketing material and calendar. However that is scratching the

surface regarding the type of experiential learning opportunities available to students. The client wants to develop a database that lists opportunities available under the Okanagan School of Business's (OSB) umbrella. The OSB is the largest academic and vocational department at Okanagan College and has a unique combination of experiential learning opportunities reflected in each program. There are several rationales for narrowing the focus of this project to the OSB. The rationale includes:

- the client is a business professor in the School of Business and requested the focus on target OSB programs;
- the OSB is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) Baccalaureate/Graduate Degree Board of Commissioners, as such requires assessment of learning opportunities;
- the OSB has established structured experiential learning opportunities in each of their program areas, such as co-op, practicums, apprenticeships, service and capstone projects, which provide a strong foundation of data upon which to base the project; and finally
- the OSB leadership has historically streamlined processes to improve the student experience and strengthen community engagement, thus recommendations have a high probability of being implemented.

The programs that will be captured in the database will include:

Academic – Bachelor of Business Administration, Business Diploma and Certificate, Post-Baccalaureate Diploma

Vocational – Culinary Arts Certificate, Pastry Certificate, Professional Cook Apprenticeship, Wine Sale Certificate, Viticulture Certificate, Winery Assistant Certificate, Culinary Management Diploma, Commercial Aviation Diploma and Office Administration, Office

Assistant Certificate, Administrative Assistant Certificate, Accounting/Bookkeeping Certificate, Accounting Assistant Certificate, Legal Administrative Assistant Certificate, Litigation Speciality or Corporate/Conveyancing Speciality and Medical Assistant Certificate.

The database will support students in both the vocational and academic programs to gain relevant experience and explore different skills while studying at the OSB. The database will be used as a marketing tool for recruiting new students as well as an advising tool when an advisor sits down with students to discuss program outcomes.

1.1 Project Problem

Okanagan School of Business has many experiential learning opportunities for students to participate in; some of the opportunities are mandatory and some voluntarily. Currently, OSB does not have a database or website that tracks where students are receiving experiential learning, in what capacity, and which community stakeholders are involved in the experiential learning process. This research is imperative to help OSB move forward with the development of an experiential learning database.

Okanagan College has identified inclusion, community engagement and international development as key strategic planning initiatives (Okanagan College, 2016). Cantor (1995) states that international, minority and mature students, as well as students aspiring to enter non-traditional professions, have the most to gain from experiential learning. OSB can benefit from the use of experiential learning to stay relevant to students and industries by supporting their transition into the workforce. Okanagan School of Business can use the experiential learning database to help fulfill the need for “higher education to more closely interface with business to promote community economic development (Cantor, 1995, p. 79). Experiential learning can

assist OSB in course development, market programs and recruit students on limited resources or to acquire additional resources (Cantor, 1995).

1.2 Project Client

Kerry Rempel, the project client, is directly involved with experiential learning and strategic planning at OC through her roles as a full-time Business Professor and as the 2015 Strategic Planning and Development Manager. Ms. Rempel is a community engager that understands that the OSB is interconnected and relationships with community stakeholders are ever-evolving. As a professor, she knows that OSB students are immersed in dynamic learning that is fueled by research and personal hands-on experiences. Currently, only the direct stakeholders are privy to the benefits of experiential learning or where the experiences are taking place. Ms. Rempel wants all OSB students to benefit from experiential learning so they can have a competitive edge with career-relevant expertise and personal growth. An experiential learning database and website will help stakeholders find or list experiential opportunities. It will be a one-stop-shop for students, employers, instructors and administrators and help the College market all the current experiences to the community.

The OSB has four distinct departments: Business Administration; Commercial Aviation; Food, Wine and Tourism; and Office Administration (OSB, n.d.). The OSB offers programs and courses at four OC campuses in Kelowna, Penticton, Salmon Arm and Vernon, providing close-to-home education as well as online opportunities. In 2015 there were more than 5,000 students registered in OSB's programs (B. McGillivray, personal communication, March 24, 2016).

In the 2016/2017 Federal Budget, the government stated there is a need to increase co-op placements and strengthen experiential and work integrated learning (Federal Budget, 2016). Both provincial and federal governments recognize the importance of hands-on education and

training. They are actively engaging with post-secondary institutions to launch programs such as the Post-Secondary Industry Partnership and Cooperative Placement Initiative and the British Columbia Tech Co-op Grants Programs. Both provincial and federal governments are putting pressure on post-secondary to show where students are receiving experiential learning and what the outcomes of the learning process are.

1.3 Project Objective

The objective of this project is to identify the types of experiential learning available at the Okanagan School of Business through its program offerings. The project will categorise experiential learning by program. Examples of categories include vocational programs that participate in practicums and apprenticeships, business programs that participate in co-op and internships. Table 1 Experiential Learning Matrix (see next page) illustrates the different components of experiential learning (ACCE, 2015).

**Table 1
Experiential Learning Matrix**

Comparative Matrix of Co-operative Education with other forms of Work-Integrated Education and Working-Integrated Learning; Prepared by members of the Accountability Council of Co-operative Education (ACCE), BC																		
PROGRAM TYPE																		
WORK INTEGRATED EDUCATION (Curricular)										WORK INTEGRATED LEARNING (Co-Curricular)								
ATTRIBUTES	Applied Research	Apprenticeship	Clinic	Curricular Community Service Learning	Co-op	Internship	Field Placement	Practicum/ Clinical Placement	Work Experience	Para-Professional	Research Assistantships	Post-Credential Internship	Teaching Assistantships	Co-Curricular Community Service Learning	Volunteer	Work Study	Externship	
<i>Experience</i>																		
Direct hands-on experience	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Meaningful and substantial	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Linked to curriculum	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	X	X	X	X	X
<i>Curriculum Integration</i>																		
Learning outcomes	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	X	X	X	X
Assessment by institution	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	X	X	X	X
Assessment by workplace	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Integration back to curriculum	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	X	X	X	X	X
<i>Student Outcomes</i>																		
Knowledge, skills, attributes	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Capacity to contribute	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<i>Reflection</i>																		
Formalized, ongoing	✓	X	✓	✓	✓	✓	✓	✓	✓	X	X	X	X	✓	X	X	X	X
<i>Structure (based on CAFCE accreditation)</i>																		
Paid (salary, stipend, etc.)	X	✓	X	X	✓	✓/X	X	X	✓	X	✓	X	✓	X	X	✓	X	X
Academic credit bearing	✓	X	✓	✓	✓	✓/X	✓	✓	✓/X	X	X	X	X	X	X	X	X	X
Mandatory	X	✓	X	X	✓/X	✓/X	X	✓	✓/X	X	X	X	X	X	X	X	X	X
Full-time (35+ hours/week)	X	✓	✓	X	✓	✓/X	X	X	✓	X	X	✓	X	X	X	X	X	X
Proportion of time required for credential: ≥/30%	X	X	X	X	✓	✓/X	X	X	X	X	X	X	X	X	X	X	X	X

To help organize the information, the project will use the Experiential Learning Matrix that was developed to provide clarity, common understanding and shared language around experiential learning among BC institutions (ACCE, 2015). This matrix will be used to provide consistency among program type of experiential learning opportunities used in British Columbia post-secondary institutions, however, different program types might transpire from the data analysis. The working group was led by Dr. Norah McRae, Executive Director, UVic Co-op and Career Centre, with nine representatives from various BC post-secondary institutions, including a representative from the BC Ministry of Advanced Education and Okanagan College. The

detailed Experiential Learning Matrix that includes glossary and attributes can be viewed in Appendix 1.

The project will determine if an activity can be classified under experiential learning by using the following criteria from the Association for Experiential Education.

- “Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis;
- Experiences are structured to require the student to take initiative, make decisions and be accountable for results;
- Throughout the experiential learning process, the student is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative and constructing meaning;
- Students are engaged intellectually, emotionally, socially, soulfully and/or physically. This involvement produces a perception that the learning task is authentic;
- The results of the learning are personal and form the basis for future experience and learning;
- Relationships are developed and nurtured: student to self, student to others and student to the world at large;
- The instructor and student may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of the experience cannot totally be predicted;
- Opportunities are nurtured for students and instructors to explore and examine their own values;
- The instructor’s primary roles include setting suitable experiences, posing problems, setting boundaries, supporting students, ensuring physical and emotional safety, and facilitating the learning process;
- The instructor recognizes and encourages spontaneous opportunities for learning;
- Instructors strive to be aware of their biases, judgments and preconceptions, and how these influence the students; and
- The design of the learning experience includes the possibility to learn from natural consequences, mistakes and successes”. (Association of Experiential Learning, *What is Experiential Education*, 2015, p. 2).

The activities do not have to satisfy all of the above elements to qualify as experiential learning; however, the opportunities must provide education through hands-on learning and a reflection component. The learning can happen in the classroom, in the community, in research, and in the workplace. The above definitional elements will be used to help define and categorize different types of experiential learning which are identified in Table 1.

1.4 Research Questions

In order to determine the type of experiential learning taking place at OC, the following research questions are utilized.

The primary research question is:

- *What type of experiential learning is occurring at the Okanagan School of Business?*

Secondary and supplementary questions to support the primary research questions are:

- *Where is experiential learning occurring?*
- *What community stakeholders are associated with the delivery of experiential learning opportunities?*

1.5 Background

Institutions across Canada are interested in improving student learning outcomes (Albert, 2010). Okanagan School of Business has already met provincial targets for student recruitment and wants to follow best practices to ensure that programs under the OSB umbrella meet the academic needs of students (B. McGillivray, personal communication, May 26, 2016). Being able to claim itself as a student centred experiential learning institution would give OSB a marketing advantage when competing against other post-secondary institutions (Cantor, 1995). One of the top three reasons that a student picks a particular post-secondary institution over its competitors, is that institution's capability to provide experiential and work integrated opportunities (The Canadian University Survey Consortium, 2016). Programs that utilize experiential education provide more technically proficient, qualified professionals, who in turn

strengthen the local and national economies (Cantor, 1995). Furthermore, Clark et al. (2010) suggest that experiential learning has become a performance indicator for post-secondary institutions. This position is one with which OSB concurs given the fact that there is interest in developing an experiential learning database.

At present, there is no centralized database of experiential learning opportunities for the OSB. Thus a prospective student looking for hands-on learning experiences would not be able to equitably compare OSB programs to other college and university programs that do publish their comprehensive experiential learning opportunities. This puts the OSB at a competitive disadvantage. Students are also disadvantaged in that they do not have all information available to them to make an educated decision.

Once the database is developed, Ms. Rempel will be able to take the results to Barry McGillivray, Dean of Okanagan School of Business and Charlotte Kushner, Vice-President, Students at OC. Dean McGillivray, would be directly responsible for the development, implementation and upkeep of an experiential learning at the Okanagan School of Business. If Ms. Kushner, determines that there is enough evidence to support an online housing area for the database and website where information is readily accessible to students, staff and faculty, then Okanagan College will have to provide financial resources to support the development and maintenance of the online database.

1.6 Organization of Report

This project is divided into eight sections. It will start by providing the reader with further background information on the OSB and its context. It will move on to the literature review, which is broken into five sections, and then describe the methodology employed. The next section outlines the findings from the data review, course outlines and academic calendar

analysis. The findings from the literature review, data analysis and verification form the recommendation and an implementation guide presented. The appendices of the project offer definitions and tools the OSB can use to help construct its experiential learning database.

2. LITERATURE REVIEW

The goal of the literature review is to develop a comprehensive understanding of experiential learning and in doing so, to 1) inform the agenda outlined for this report; and 2) create parameters for the verification data. This chapter provides a foundation for this project by outlining a review of the existing literature on experiential learning. The aim is to present a broad overview of the research topic by examining literature from Canada and the United States. Canadian sources are the most relevant since most colleges and universities operate under a provincial ministry mandate.

The literature review is organized in five sections that naturally emerge from the literature search. First, an examination of the history of experiential learning is presented to contextualise the emergence of experiential learning in the modern tertiary education environment. Second, a broad look at the definitions of what experiential learning is and is not. These definitions provide context and narrow the focus of the project. This is important to provide definitional clarity and boundaries in the report. Third, critiques and limitations of experiential learning are drawn from the literature. Fourth, an analysis of trends in experiential learning is used in order to provide direction, best practices and anticipate potential roadblocks. Finally, a breakdown of the benefits and types of experiential learning at colleges and universities is given. Overall, the literature review shows that OSB offers a significant number of experiential learning opportunities.

The search targets experiential learning content from the fields of educational curriculum development, career centres, colleges, and universities. Both published and unpublished journal articles, books and reports are included. The sources reviewed in this report result primarily from targeted searches in academic search engines with keywords and terms that include:

experimental learning Canada, history, work-integrated learning, advantages and disadvantages in experimental learning, trends in post-secondary institutions and experiential learning in Canadian post-secondary institutions. Using this approach, hundreds of abstracts are identified. Many of the titles are related to examples, games and activities. In most cases, these titles are excluded from further review. The final selection of literature includes those which give a historical context to the emergence of experiential learning and provide context to the Canadian and United States post-secondary experiential learning philosophy. There are no specific timeframe parameters, however, much of the review focusses on the development of experiential learning over the last 40 years.

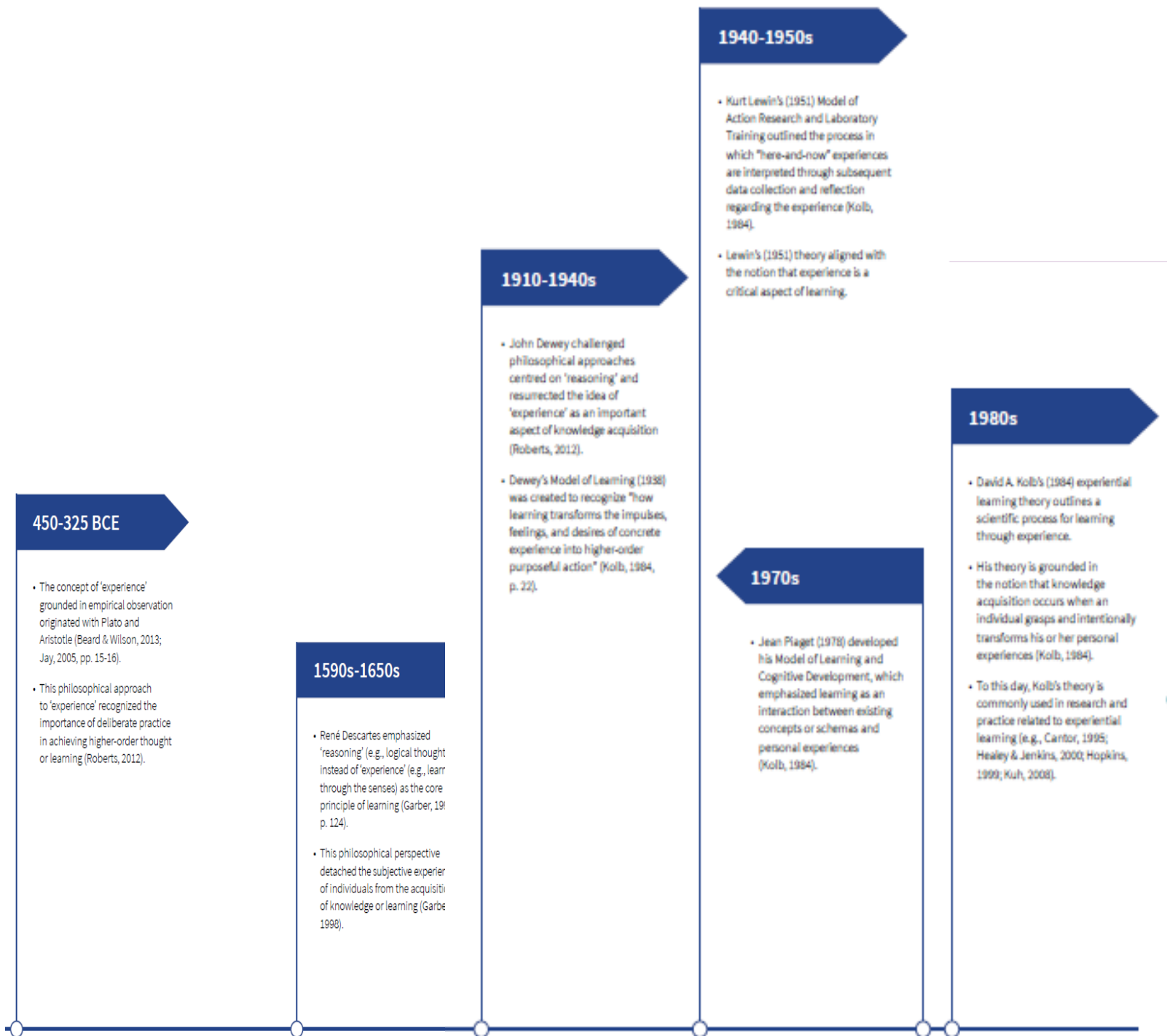
2.1 History of Experiential Learning

Experiential learning has been used for millennia yet was relatively recently defined (Penny, Frankel and Mothersill, 2012). The first reference to experiential learning was documented in the early-twentieth century in an attempt to move away from traditional education. Traditional education entailed teachers presenting students with abstract concepts. This “new” approach provided a holistic method of instruction that allowed students to “learn by doing” which helped students develop skills (Lewis & Williams, 1994). The theory of experiential learning was formally developed by David Kolb in 1971. Thornton Moore (2010) identified that most approaches to learning through experience share theoretical foundations drawn from early experiential learning philosophies. Experiential learning theory ties on the work of many historical scholars who gave experience a central role in their theories of learning and development. Some of the notable scholars include: Aristotle, Descartes, Dewey, Lewin, and Kolb (Higher Education Council of Ontario, 2016).

Aristotle insisted that experience was more superior to action, as the humans of experience succeed even better than those that only practiced theory. Rene Descartes emphasized logical thought over learning through senses. Descartes penned the following two famous phrases: “I think; therefore I am, and “it is not enough to have a good mind; the main thing is to use it well. The aforementioned philosophical perspective detached the learners experiences of individual from the acquisition of knowledge – learners must think through the process and reflect (The Higher Education Council of Ontario, 2016). John Dewey, stated amid uncertainties there is one frame of reference and that is the organic connection between education and personal experience (Dewey, 1939). Kurt Lewin, developed Action Research Theory. The theory gives credibility to the development of powers of reflective thought, discussion, decision and action by ordinary people participating in collective research (Adelman, 1993). Lewin concluded that there is no action without research; no research without action (Adelman, 1993). Lewin’s theory aligned with the notion that experience is a critical aspect of learning (The Higher Education Council of Ontario, 2016). Jean Piaget, studied the development of learning, proposing discrete stages of development, marked by qualitative differences, rather than a gradual increase in number and complexity of behaviors, concepts, and ideas (McLeod, 2015). Lastly, David Kolb laid the foundations of modern Experiential Education Theory. Kolb’s conception of experiential learning has become a foundational text focusing on the notion that knowledge acquisition occurs when an individual grasps and intentionally transforms his or her personal experiences (Kolb, 1984).

Figure 1 summarises the historical timeline and conceptual development of experiential learning from ancient to modern times.

Figure 1
History of Experiential Learning



Most approaches to learning through experience share theoretical underpinnings drawn from early experiential learning philosophies (Moore, 2010). Philosophies centered on

experience as a form of learning have developed over time. These philosophies help to substantiate the importance of experiential learning in curriculum development and the need to publish where experiential learning is happening in educational facilities to help students beware of opportunities afforded to them.

2.2 What is Experiential Learning

Experiential learning has many different definitions. Experiential learning can be defined as learning from experience, learning by doing, learning through action, learning through discovery and exploration, (Lewis & Williams, 1994). Silberman (2007) offers another definition of experiential learning that differs from Lewis and Williams emphasizing the importance of the involvement of learners in tangible activities that enable them to ‘experience’ what they are learning and the opportunity to reflect on those activities. Different post-secondary institutions offer their own definitions of experiential learning - the University of Waterloo emphasizes the intentional and reflective learning from experience (University of Waterloo, 2016). Simon Fraser University uses a more extended definition: the strategic, active engagement of students in opportunities to learn through doing, and reflection on those activities, which empowers them to apply their theoretical knowledge to practical endeavors in a multitude of settings inside and outside of the classroom (Simon Fraser University, 2016). The University of Victoria’s simple definition of experiential learning, ‘hands-on learning’ is explained as a way to engage in experiential education as part of an academic program (University of Victoria, 2016). Experiential learning refers broadly to a philosophical process that guides the development of structural and functional learning experiences and outlines the overarching standards for learning environments (Roberts, 2012). Individual academics and institutions may see experiential learning through different philosophical lens however all the lenses focus on engaging the

learner through doing, the approach may differ and be multifaceted but the historical footings are the same.

In post-secondary education, educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values (Association for Experiential Education, 2016). The objective of experiential learning is to provide an education that attends in some balanced manner to the student's need to advance knowledge acquisition and critical judgment, thinking and acting, reflection and engagement, career development and informed citizenship, growth as an individual, and greater connectivity with the larger community. The concept of experiential learning is meant to help students achieve this balance through a personalized educational experience. Kolb (2005) has noted, in post-secondary education, there is a growing group of educators – faculty, administrators, and interested outsiders – who see experiential education as a way to revitalize the university curriculum and to manage the many of the changes facing higher education today.

Lewis and Williams (1994) explain that experiential learning first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking. Experiential learning is not only present in the classroom, but in all arenas of life. The process of learning from experience is universal, present in human activity everywhere all the time. The holistic nature of the learning process means that it operates at all levels of human society from the individual, to the group, to organizations and to society as a whole. Furthermore, experiential learning is described as the major process of human adaptation involving the whole person – it is a dynamic view of learning driven by the resolution of the two dual dialectics of action/reflection and experience/abstraction (Lewis & William, 1994).

Chapman, McPhee, and Proudman (1995) state that experiential learning requires certain characteristics to be present in order to define the activity as experiential. These characteristics include:

1. **Mixture of content and process:** There must be a balance between the experiential activities and the underlying content or theory.
2. **Absence of excessive judgment:** The instructor must create a safe space for students to work through their own process of self-discovery.
3. **Engagement in purposeful endeavors:** In experiential learning, the learner is the self-teacher, therefore there must be “meaning for the student in the learning.” The learning activities must be personally relevant to the student.
4. **Encouraging the big picture perspective:** Experiential activities must allow the students to make connections between the learning they are doing and the world. Activities should build in students the ability to see relationships in complex systems and find a way to work within them.
5. **The role of reflection:** Students should be able to reflect on their own learning, bringing “the theory to life” and gaining insight into themselves and their interactions with the world.
6. **Creating emotional investment:** Students must be fully immersed in the experience, not merely doing what they feel is required of them. The “process needs to engage the learner to a point where what is being learned and experience strikes a critical, central chord within the learner.”
7. **The re-examination of values:** By working within a space that has been made safe for self-exploration, students can begin to analyze and even alter their own values.
8. **The presence of meaningful relationships:** One part of getting students to see their learning in the context of the whole world is to start by showing the relationships between “learner to self, learner to teacher, and learner to learning environment.”
9. **Learning outside one’s perceived comfort zones:** “Learning is enhanced when students are given the opportunity to operate outside of their own perceived comfort zones.” This doesn’t refer just to physical environment, but also to the social environment. (Chapman, McPhee, and Proudman, 1995, p. 243).

Kolb and Kolb (2005) identify six core tenets of experiential learning, which are detailed in Table 2 (see next page). The six tenets include: 1) Learning is a process; 2) Learning is grounded in experience; 3) Learning involves mastery of all four learning modes 4) Learning is a holistic process of adaptation; 5) Learning occurs when an individual interacts with his or her environment; and 6) Knowledge is created through learning environment; and 6) Knowledge is created through learning (The Higher Education Council of Ottawa, 2016).

Table 2
Tenets of Experiential Learning

Tenets of Experiential Learning Theory

1. Learning is a process.	<ul style="list-style-type: none"> • Promoting student acknowledgement of previous informal and formal learning • Student learning is viewed as ongoing • Encouraging the modification of ideas or techniques throughout the work-integrated learning experience
2. Learning is grounded in experience.	<ul style="list-style-type: none"> • Introducing student learning experiences at an appropriate pace and progression • Challenging students' preconceptions in light of new experience, theory and reflection
3. Learning involves mastery of all four learning modes.	<ul style="list-style-type: none"> • Providing students with opportunities to experience, reflect, theorize and apply
4. Learning is a holistic process of adaptation.	<ul style="list-style-type: none"> • Addressing students' feelings, perceptions, thoughts and actual behaviours throughout the WIL experience
5. Learning occurs when an individual interacts with his or her environment.	<ul style="list-style-type: none"> • Providing students with experience in the wider real-world environment (e.g., workplace context)
6. Knowledge is created through learning.	<ul style="list-style-type: none"> • Learning should be individualized to each student • Assigning students responsibility over their own learning

Adapted from Kolb (1994); Stirling (2013).

In experiential learning, the relationship between learner and instructor is not as regimented as a traditional education model. The student manages their own learning and takes

on more of the responsibility for their education. Online learning follows a similar structure where students take ownership of their learning however online learning is beyond the scope of this project. Learning does not have to take place in a classroom and in many in cases learning happens through conversations, clinic, in a shop or on the job. Learning may or may not follow a prescribed curriculum, the student will have to identify the knowledge required and explore avenues to achieve the education. Chapman et. al (1995), emphasize that simple participation in a prescribed set of learning experiences does not make something experiential. Experiential learning is not linear, cyclical, or even patterned. Experiential learning is a series of working principles, all of which are important or must be present to varying degrees during the educational process (Chapman et. al, 1995).

Based on the literature review, the most successful learning is a product of the combination of intellectual thought process and hands-on experience. Table 2 summarizes many of the multiple list definitions found in this section. Furthermore, experiential learning can be seen as moldable therefore not needing a static definition. Rather, it is considered to be more of a guiding process. It should be noted that there are limitations to what is considered experiential learning, so even though experiential learning is malleable it does have tenets.

2.3 Critiques and Limitations of Experiential Learning

The general idea of implementing experiential education in post-secondary environments has been met with two main criticisms. The first critique involves the objective of experiential education in post-secondary institutions. The second critique expresses skepticism regarding the pedagogical value of these learning opportunities (Butin, 2005; Thornton Moore, 2010). This section will be broken into two specific subsections, philosophical and practical applications. Philosophically there is a question of whether experiential learning classifies as being authentic post-secondary education. If it does, then critics are questioning if it is actually meeting the

tenets of experiential learning. Practical critiques range from the actors engaged in the experiential learning process.

Philosophical Critiques

The Higher Education Council of Ottawa (2016) explains that the modern implementation of experiential education in Canadian post-secondary environments has been met with philosophical criticisms. The first critique concentrates on the fundamental questions of “whether experience should be involved in post-secondary education (Higher Education Council of Ottawa, 2016). Thornton Moore, (2010) discusses the main concern in academia is whether experience should have a place in the post-secondary curriculum. Traditionally, post-secondary schooling teaches students theory and texts and may, therefore, be incompatible with the applied practical skills required in experiential learning environments (Thornton Moore, 2010). From this students would implement practice once they left the post-secondary environment. The idea is that while favouring absolute science in post-secondary education, students might be prevented from exploring alternative learning opportunities. Traditional academia questions whether experimental learning can truly “fit” into the post-secondary curriculum (Higher Education Council of Ottawa, 2016). If it is deemed appropriate for post-secondary curriculum, institutions will have to determine how to support changes needed to implement the experiential learning process.

The second critique expresses skepticism on whether the organization and delivery of post-secondary education curriculum fulfill the potential of experiential learning opportunities (Higher Education Council of Ottawa, 20016). Post-secondary institutions can put pressure on the system to offer experiential learning opportunities as a marketing tool to recruit students, but not offer the all of the experiential learning tenets, thus the learning process is flawed due to the

lack of integration of connection between theory and practice. In such cases, the curriculum does not meet the standard of experiential learning. This relates to the flexible definition of experiential learning. Institutions can state that they are offering experiential learning however they may not be offering all the needed tenets related to experiential learning hence not providing the full experiential learning delivery to students, but still classifying the learning as experiential to market it students.

Practical Application Limitations

A number of practical limitations of experiential learning have also been formed from an instructor and student point of view. These limitations include: decentralized learning, power issues between learning and instructor and lack of classroom structure. An autocratic instructor can stress over learning outcomes and not feel in control of the learning and teaching process if there is a lack of clear guidelines. Opponents to experiential learning feel that it is not the educator's role to facilitate learning around topics in which students are naturally interested or to which they have a personal commitment; more accurately, it is the role of the learner to follow the path of the educator (Wurdinger and Carlson, 2010). In traditional education, the instructor is the main focus, as they are the subject expert and has the stronger knowledge base.

Experiential learning asks the teacher to back away from the teacher-centric role in the classroom and approach teaching in a non-dominating way. Traditional post-secondary educators historically have not been concerned with feelings or providing a balance between academic and nurturing aspects of teaching, the belief is that education is not about feeling but learning.

Furthermore, educators should not show emotion as it is not about sharing feelings as this will create bias in the learning environment (Northern Illinois University, ND). Lastly, the major critique of the practical agenda is giving the control over to the student. In experiential learning,

the instructor is supposed to allow students to experiment and discover solutions on their own as well as tie the course learning objectives in course activities to students' direct experiences. Critics argue that giving too much control limits the educational process and the students' learning outcomes (Hart, 2001).

2.4 Trends in Experiential Learning

In British Columbia (BC) the provincial government recently provided \$75,000 to each post-secondary institution with an accredited co-op program. This money is to be spent by the end of the fiscal year 2017. The main mandate for this money is to increase co-op education and experiential learning for students. The provincial government is not alone in promoting or incentivizing the increased implementation of experiential learning. The federal government also announced in the 2016-17 budget that there will be a strong emphasis towards increasing co-op placements and strengthening work integrated and experiential learning. Recognizing the importance of demand-driven education and training, the Government will launch the Post-Secondary Industry Partnership and Cooperative Placement Initiative in 2016 (A. Coyle, personal communication, March 23, 2016). The initiative will support partnerships between employers and willing post-secondary educational institutions to better align what is taught through the curriculum with the needs of employers. The initiative will also support new co-op placements and work-integrated learning opportunities for young Canadians, with a focus on high-demand fields, such as science, technology, engineering, mathematics and business (A. Coyle, personal communication, March 23, 2016). Total costs to implement this measure are estimated to be \$73 million over four years, starting in 2016–17 (A. Coyle, personal communication, March 23, 2016).

In January 2016, the Association of American Colleges and Universities (AACU) released a report on trends in North American post-secondary institutions. One of the trends relates to general education redesign. The report states that the majority of AACU member institutions are much more likely to place greater emphasis on integration of knowledge, skills and application than broad knowledge acquisition in general education (AACU, 2016). The report states that 67% percent of AACU administrators say their institutions are placing more emphasis on integration of knowledge, skill and application and 61% indicate their campus is placing more emphasis on applied learning (AACU, 2016). In 2014, Hanover Research conducted a study that explores a variety of trends that have developed within higher education marketing, enrollment, branding, and recruitment. The study had similar finding to the AACU. In particular, the study focuses on the changing method of education delivery and how this new experiential delivery mode has the potential to change pedagogical norms (Hanover Research, 2014). Hanover (2014) states that among the most recent developments in post-secondary institutions are the concepts of flipped classroom, adapted learning and experiential learning. These changes are becoming educational industry standards and are employed to attract new students (Hanover Research, 2014). Furthermore, the AACU reports that most AACU member institutions offer the following experiential learning practices: internships (98%), undergraduate research (96%), practicums and supervised fieldwork (97%), study abroad (96%), and service learning (93%). It should, however, be noted, that the stated practices are not mandatory for graduation in most programs at member institutions (AACU, 2016).

In 2012, the Rochester Institute of Technology (RIT) prepared a report called *The Future of Teaching and Learning in Higher Education*. In the report, RIT notes that students' expectations towards post-secondary education are shifting. Students entering college today want to design their own curricula and find ways to learn in their own style through

personalization and via convenient options. The report (2012) identifies the following changes in learner ideology that post-secondary institutions must accommodate the changes if they want to remain competitive: growing expectations for services and service quality and being able to work, learn and study whenever and wherever they want.

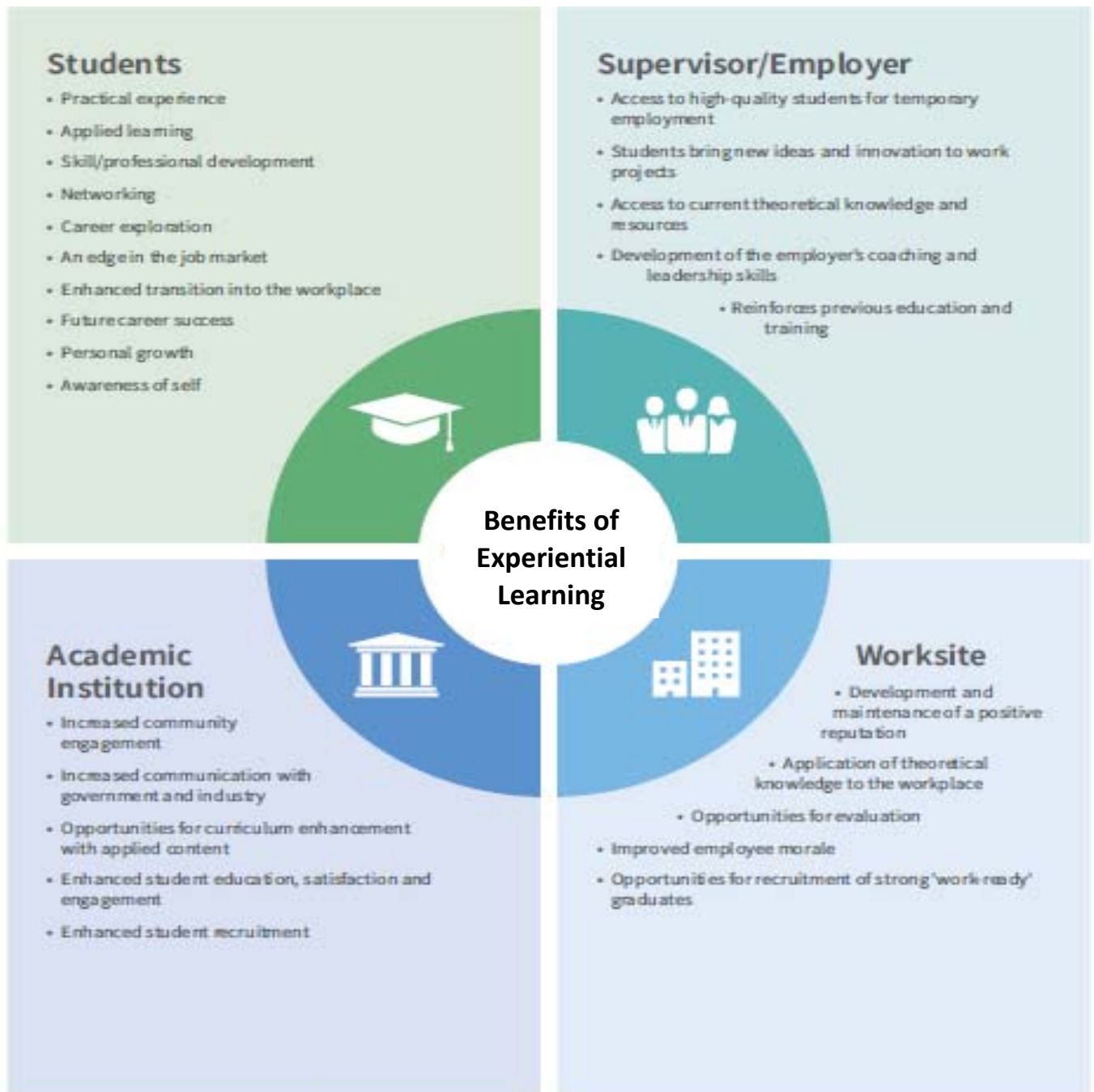
This learner movement comprises a philosophical underpinning as well as a business driven approach that sees learners as consumers of education products. This approach differs from older models of education where the post-secondary institution drove more of the education direction. The other noted observation is that post-secondary institutions have to be more accountable for their learning outcomes and should show that students are learning employable and transferable skills (RIT, 2012).

2.5 Benefits and Types of Experiential Learning at Colleges and Universities

Experiential learning offers numerous benefits to students, workplace supervisors and employers, higher education institutions, and industry, government and community partners (Sattler and Peters, 2012). Figure 3 (on the next page) visually maps out the benefits of experiential learning to each set of stakeholders.

Figure 2

Benefits of Experiential Learning



(Higher Education Council of Ottawa, 2016)

Lewis and Williams, (1994) stress that there are three distinct applications of experiential learning in higher education: field-based experiences; prior learning assessment; and experiential applications for personal development and classroom-based learning.

Field-based experiences have been common in higher education since the 1930s. Internships and practicum assignments help prepare students for careers in medicine, clinical psychology, education, and social work. Cooperative education, in which students alternate periods of full-time, off-campus employment with periods of full-time study, has been popular in the last several decades. The Association of Co-operative Educators of BC, defines field based experience as the following: applied research, clinics, service learning, internship, field placements, work experience, para professional, teaching assistantship, volunteer, work study and externship (ACCE, 2016).

Credit for prior learning, a second major strand of interest in experiential learning, reflects the recognition by the higher education establishment that meaningful learning can occur in informal settings. There is a major change in the type of learner coming to post-secondary institution, the mature learner who has been long removed from the traditional classroom and needs the motivation of contextual learning to get them back into the swing of academia. Academia is acknowledging the mature learner and their experiences through prior learning assessment. A large number of colleges now evaluate previous learning, using a portfolio created by the learner and evaluated by appropriate faculty. Institutions giving credit to prior learning help students take advantage of non-traditional forms of learning. Prior learning can include credits for previous coursework and certify mastery in prescribed areas. Cantor (1995) stresses the importance of marketing experiential opportunities to these groups, through newsletters, college list-serves, college fairs, social media, and college radio stations. From the

university's point of view, experiential learning can help institutions stay relevant to students by providing them with the necessary skills to transition into the workforce. Cantor (1995) also sees experiential learning as helping the university fulfill the need for "higher education to more closely interface with business to promote community economic development" (1995, p. 79).

Lastly, another way to support experiential learning for personal development and classroom-based learning is through active and service learning. Active learning in the classroom requires that students do more than just listen; students have to reflect and think about what they are doing. Types of active learning include: role plays, games, case studies, critical incidents, and simulations (Lewis and Williams, 1994). Experiential learning assignments help students relate theory to practice and analyze real-life situations in light of course material. Experiential learning helps to promote lifelong learning by being the building blocks for learners to reach a new level of educational intricacy. Students begin to understand how to break down concepts, and think through solutions, reflecting on results. Lewis and Williams (1994) explore the different kinds of experiential learning and help to define service learning, in which students perform community service for others and at some institutions received credits. Service learning is more than volunteerism as students are required to reflect on the transfer of learning between customer and client. This type of experiential learning encourages students to view problems in a larger societal context (Lewis and Williams, 1994). The benefit of service learning to students is that it provides them with opportunities to analyze social problems, identify community resources, and take responsibility for helping to address problems (Lewis and Williams, 1994).

2.6 Summary

The literature reveals that experiential learning has a rich history that ties on the work of many historical scholars who identify experience as a central role in their theories of learning and development. Many of the historical scholars helped develop the current theory of experiential learning. Though there is not one universal definition, the underpinning of all of the definitions is hands on learning and for the purpose of this project the focus is placed on Kolb's experiential learning tenets and the experiential learning matrix. Experiential learning does not come without some valid critiques and limitations however experiential learning has been highly regarded for the unification of several important learning theories into one coherent over-arching framework (Beard & Wilson, 2013; Greenaway, 2015). Furthermore, experiential learning is accessible and relevant for use by practitioners and learners (Beard & Wilson, 2013). Overall, experiential learning is as a critical aspect of post-secondary education (Brookfield, 1990; Cross, 1981; Jarvis, 1995; Kemp, Morrison & Ross, 1996; McKeachie, 1994). The literature emphasizes that trends in experiential learning are progressive and becoming more pronounced in post-secondary institutions. The provincial governments are offering financial incentives as a way of expressing a preference for experiential learning offerings. Moreover, experiential learning comes in many forms and has a wide variety of benefits for colleges and universities.

3.0 METHODOLOGY AND METHODS

This project embraces data review as a valid and helpful avenue to robustly address the research questions. Triangulation theory is used to validate data through cross verification from multiple sources. This approach includes data checking with instructors, advisors and administrators that reinforced data compiled from course outlines and the Okanagan College (OC) academic calendar. The final outcome of the research project is to map the type of experiential learning taking place at Okanagan College, using the experiential learning matrix as a definitional template and identify the stakeholders involved. This section provides details on the methods, describes strengths, and limitations of the methodology.

3.1 Primary Data Collection: Course Outline and Academic Calendar Analysis

The goal of the primary data collection is to develop a detailed list of experimental learning taking place in the Okanagan School of Business (OSB). The primary data research consists of the review of 247 course descriptions and 97 course outlines for the programs found under the School of Business. The course outline and calendar analysis identify where and what types of experiential learning is occurring within the OSB programs. Data analysis is performed to provide additional information concerning the experiential learning to help categorize and map what is currently taking place in experiential learning through the program offerings at OSB.

3.2 Primary Data Collection: Data Verification

This research project involves all programs under the Okanagan School of Business (OSB) umbrella. To answer the research questions and provide concrete data to the client, the following types of data are considered:

- Occurrences of experiential learning taking place within OSB; and

- Firsthand accounts cross-checked against the calendar and course outline materials from faculty, administration and coordinators participating in experiential learning.

The verification included cross-checking whether classes or departments provided an experiential learning experience for the student, and, if so, what type. Verification of what community stakeholders are involved (if any), also took place.

3.3 Project Strengths and Limitations

Strengths: The strengths of this project are the knowledge gathered through the literature review, data analysis and data verification. Each method focuses on the Okanagan School Business' current experiential learning educational environment, with a goal of producing a practical database of experiential learning opportunities.

Limitations: The most significant limitation is that the data verification is not statistically representative of the various program sizes. This creates a possibility of skewed results. In addition, the project's strict time requirements created a barrier to collecting robust data. In order to ensure that the project was manageable in the time-frame available, the project focuses only on the Okanagan School of Business as opposed to all of Okanagan College's programs.

The project may also be affected by the researcher's role as a current employee of Okanagan College, and in particular a Student, Graduate and Co-op Employment Coordinator. There is a possibility for bias in regards to support for experiential learning. To mitigate bias the project reviewed data that is readily available and does not allow for interpretation.

4.0 FINDINGS:

This section of the report provides an overview of key findings obtained through course outlines, calendar analysis research and verification data.

4.1 Primary Data: Course Outline and Calendar Analysis

The data analysis consists of reviewing all course description found under the School of Business, which total 247. The programs represented are Bachelor of Business Administration, Business Diploma, Office Administration, Culinary Arts, Viticulture, Administrative Assistant Certificate, Accounting Assistant Certificate, Office Assistant Certificate, Litigation Certificate, Corporate/Conveyancing Certificate, Medical Administrative Assistant Certificates, Commercial Aviation, Pastry Arts Certificate, Culinary Arts Certificate, Culinary Arts Management Diploma, Viticulture Certificate, Wine Sales Certificate, and Wine Assistant Certificate. The programs can be broken down into two sub-categories: 1) Vocational and 2) Academic. The Bachelor of Business Administration and Business Diploma are academic programs; all other programs under the Okanagan School of Business are vocational. An in-depth study of course descriptions found in Okanagan College's online calendar and 96 course outlines' specific to the Bachelor and Diploma of Business Administration is included in the data collection.

4.2 Primary Data Verification:

The data review was conducted from December 2015 to March 2016. All data verification was performed in person. Key themes emerged from the verification data, course outlines and calendar analysis. These themes include varying types of experiential learning, when and where the learning is occurring, and mandatory versus participatory experiences. In addition, there is general agreement among respondents that the Okanagan School of Business has many experiential learning opportunities for Okanagan College students.

4.3 Findings

The findings from the course outline and calendar analysis as well as the first-hand data verification are presented below in a thematic structure. The topic areas are as follows: program of study, data verification, course outline, calendar and stakeholder analysis. The finding section will be broken down further under the program umbrella. For example, all the programs in the Business Administration Portfolio (Bachelors of Business Administration, Business Diploma, Business Certificates) consist of the same courses instead of listing all of the sections separately they will be under the heading of Business Administration Program. The other headings are Office Administration, Food, Wine and Tourism, and Commercial Aviation. The strategy will allow for key themes to be identified under each section.

4.4 Background – Business Administration Program

Business Administration Program	
Key Findings Primary Data - Course Outline and Calendar Analysis	
•	Experiential Learning
○	Applied Research
○	Curricular Community Service Learning
○	Co-op
○	Field Placement
○	Work Experience
○	Para-professional
○	Research Assistantships
○	Co-Curricular Community Service Learning
○	Volunteer
○	Work Study
○	Students as Staff

From the course outlines found on the business administration website and the course descriptions in the academic calendar there are 11 types of structured experiential learning occurring in the Bachelor of Business Administration program. All of the business courses (BUAD) have experiential learning that provides deliberate engagement within a course. All of the course outlines reference one or more of the following experiential learning requirement such

as: reflection, critical analysis, synthesis, initiative, accountability for results, active engagement (solving problems, class discussions, experimenting), authentic learning, learning is personal, nurture, require reflection and hands-on learning.

Of the 96 Business Administration courses, 57 have two or more structured experiential learning opportunities for students. More than half of the courses have up to four structured experiential learning opportunities. The most used structured experiential learning opportunities in the business program are co-op, curricular community service and applied research.

Verification of whether class or department provides experiential learning experience for students and, if so, what type.

Business Administration Program	
Key Findings Primary Data –Data Verification	
<input type="checkbox"/>	Applied Research
<input type="checkbox"/>	Journals
<input type="checkbox"/>	Co-op
<input type="checkbox"/>	Hand-on course work
<input type="checkbox"/>	Guest presenters
<input type="checkbox"/>	Field trips
<input type="checkbox"/>	Research projects
<input type="checkbox"/>	Case studies
<input type="checkbox"/>	Active engagement
<input type="checkbox"/>	Applying concepts
<input type="checkbox"/>	Volunteer opportunities
<input type="checkbox"/>	Questions
<input type="checkbox"/>	Students as Staff
<input type="checkbox"/>	Reflection
<input type="checkbox"/>	Flipped classroom
<input type="checkbox"/>	Problem solving
<input type="checkbox"/>	Practical application
<input type="checkbox"/>	Course work
<input type="checkbox"/>	Presentations
<input type="checkbox"/>	Volunteer (Enactus)
<input type="checkbox"/>	Okanagan School of Business Association
<input type="checkbox"/>	Student groups/association
<input type="checkbox"/>	Case studies
<input type="checkbox"/>	Labs
<input type="checkbox"/>	Journaling
<input type="checkbox"/>	Guest presentations/speakers
<input type="checkbox"/>	Class competitions

○ Competitions
○ Brining in real life studies and work examples
○ Field experience
○ Major projects
○ Mapping
○ Questioning
○ Explain or teach classmates

Data verification showed that at least one type of experiential learning activity is occurring in OSB classes or departments. Over half of the verification showed that classes and departments use three to five different types of experiential learning techniques. The most common techniques employed include: guest presenters, group presentation where student explain or teach to classmates, reflection through course work or end of the term evaluations.

The course outline and calendar analysis and data verification have some different key findings from each other. The course outline and calendar analysis look at course descriptions and course outlines and break down the experiential learning by type of experiential learning. The data verification discusses the types of experiential learning that occur mostly in each respondent’s classroom, not looking at an overall program standpoint. Verification data evidenced classroom experiential learning curricular activities as well as structured experiential learning co-op, community service learning and applied research. This data verification emerged from the administrative area.

Community stakeholder involvement (if any)

Business Administration Program	
Key Findings- What Community Stakeholders are Involved	
• Kelowna Community Resources	
• Inn from the Cold	
• Food Bank	
• Okanagan College	
• Grant Thornton	
• Central Okanagan Foundation	
• Small business owners	
• Social entrepreneurs	

• Car share co-op
• Valley First
• Kal Tire
• Interior Health
• Grant Thornton
• Wine Festival
• Metabridge
• Dragons Den
• Accelerate Okanagan
• CIBC
• Kelowna YMCA

Data verification resulted in a list of community stakeholders involved with courses or with students in the business program. Repetition is notable in a number of stakeholders identified as being involved in experiential learning in classroom settings. The stakeholders identified in the data review come from many different industries and sectors, some large for profit companies, a few social enterprises and many non-profit organizations.

4.5 Background – Office Administration

Office Administration Program	
Key Findings Primary Data - Course Outline and Calendar Analysis	
• Experiential Learning	
○ Applied Research	
○ Practicum	
○ Volunteer	
○ Students as Staff	

From the course outlines found on the office administration website and the course descriptions in the academic calendar there are four types of structured experiential learning occurring in the Office Administration program. All of the office courses have experiential learning that provides facilitated hands-on learning in the curricular space. All of the courses descriptions discussed one or more of the following experiential learning requirement such as: reflection, critical analysis, accountability for results, active engagement (solving problems, class

discussions, experimenting), and hands-on learning. The most used structured experiential learning opportunities in the office administration program is practica and applied research.

Verification of whether class or department provides experiential learning experience for students and, if so, what type.

Office Administration Program
Key Findings- Data Verification
○ Mock Interviews
○ Journals
○ Practicums
○ Hand-on course work
○ Guest presenters
○ Case studies
○ Applying concepts
○ Questions
○ Reflection
○ Labs
○ Problem solving
○ Practical application
○ Portfolio development

Data verification showed that OSB classes and departments provide experimental learning experiences for students. At least one to two types of experiential learning activity is occurring in classes or departments. The most common techniques employed include: practica, problem solving and labs.

Similar to the Business Administration findings, the Office Administration course outline and calendar analysis and data review has different key findings. However, both include experiential learning. The outline and calendar analysis looks at course descriptions and course outlines and breaks down the experiential learning in to a specific type of experiential learning. The data verification compares the types of experiential learning occurring in the course descriptions to the experiential learning happening in the classroom. Practica is a key component to experiential learning in this program field.

Community stakeholder involvement (if any)

Office Administration Program
Key Findings - What Community Stakeholders are Involved
• Fortis BC
• Interior Health Authority
• Nixon Wenger Lawyers LLP
• Okanagan College
• Grant Thornton
• Pihl Law Corporation
• Small business owners
• Pusher Mitchell LLP
• Regional District of Okanagan
• Sparkling Hill Resort
• Grant Thornton
• Wine Festival
• City of Kelowna

Data verification showed that community stakeholders are involved with OSB courses or with students in the Office Administration program. Based on the findings, faculty from both the office administration and business administration programs are reaching out to many of the same community stakeholders.

4.6 Background – Food, Wine and Tourism

Food, Wine and Tourism Program
Key Findings Primary Data - Course Outline and Calendar Analysis
○ Applied Research
○ Curricular Community Service Learning
○ Practicum
○ Field Placement
○ Work Experience
○ Volunteer
○ Apprenticeship
○ Students as Staff
○ Co-op
○ Labs

From the course outlines found on the Food, Wine and Tourism website and the course descriptions in the academic calendar there are there are 10 types of structured experiential learning occurring in the Food, Wine and Tourism program. All of the Food, Wine and Tourism courses have experiential learning that is directed and monitored by Okanagan College. The courses outlined in the calendar discuss one or more of the following experiential learning requirement: reflection, critical analysis, accountability for results, active engagement and hands-on learning. The most used structured experiential learning opportunities in the Food, Wine and Tourism programs are practica, apprenticeships and labs.

Verification of whether class or department provides experiential learning experience for students and, if so, what type.

Food, Wine and Tourism Program
Key Findings - Data Verification
○ Applied Research
○ Journals
○ Co-op
○ Hand-on course work
○ Guest presenters
○ Field trips
○ Research projects
○ Case studies
○ Active engagement
○ Applying concepts
○ Volunteer opportunities
○ Questions
○ Students as Staff
○ Reflection
○ Flipped classroom
○ Problem solving
○ Practical application
○ Course work
○ Presentation
○ Community activities
○ Labs
○ Journaling
○ Guest presentations/speakers
○ Competitions
○ Bringing in real life studies and work examples

○ Field experience
○ Questioning
○ Explain or teach classmates
○ Practicums

Data verification reveals many types of experiential learning opportunities for this program’s students. Some of the opportunities are mandatory such as labs, practicums and field trips. The Food, Wine and Tourism department demonstrate practica, guest speakers and hands on work. Data verification showed at least three experiential learning opportunities from either structured or curricular components.

Similarly to the Office Administration program and Business Administration program findings, the Food, Wine and Tourism course outlines and calendar analysis and data review has some different findings, however, all speak to either structured or curricular experiential learning. The outline and calendar analysis look at course descriptions and course outlines and break down the experiential learning into a specific type of experiential learning. The data verification compares the types of experiential learning occurring in the course description to the experiential learning happening in the classroom. Data verification shows practicums, co-ops and apprenticeships as a key component to experiential learning.

Community stakeholder involvement (if any)

Food, Wine and Tourism
Key Findings- What Community Stakeholders are Involved
● Mission Hill Winery
● Manteo Resort
● Joey’s Kitchen
● Okanagan College
● Quails Gate Winery
● Four Points Sheraton
● Small business owners
● Social entrepreneurs
● Hotel Eldorado
● Summerhill Winery

• Wine Festival
• Community Events
• Earls on Top
• Cactus Club

Data verification shows that at least two community stakeholders are involved with courses/program in this program area. Some of the stakeholders are the same stakeholders that the Business Administration and Office Administration program have connections with.

4.7 Background – Commercial Aviation

Commercial Aviation Program
Key Findings Primary Data - Course Outline and Calendar Analysis
○ Applied Research
○ Work Experience
○ Field placement
○ Flight Labs

From the course descriptions found in the calendar, there are four types of structured experiential learning occurring in the Commercial Aviation program. All of the Commercial Aviation courses have experiential learning that is engaged and monitored by Okanagan College and the Southern Interior Flight Centre. The courses outlined in the calendar discuss one or more of the following experiential learning requirement such as: reflection, critical analysis, accountability for results, active engagement and hands-on learning. The most used structured experiential learning opportunities in the Commercial Aviation program are field placements and labs.

Verification of whether class or department provides experiential learning experience for students and, if so, what type.

Commercial Aviation Program
Key Findings- Data Verification
○ Journals
○ Hand-on course work
○ Guest presenters
○ Weekend Field trips/survival training
○ Research projects

○ Case studies
○ Active engagement
○ Applying concepts
○ Simulations activities
○ Questions
○ Problem solving
○ Practical application
○ Course work
○ Presentations
○ Survival trip/field work
○ Flight Labs
○ Simulations
○ Guest presentations/speakers
○ Case studies
○ Brining in real life studies and work examples
○ Questioning
○ Explain or teach classmates

Data verification shows many types of experiential learning opportunities for students in this program. Some of the opportunities are mandatory such as labs and field trips. The Commercial Aviation department data verification shows that simulation, flight labs and field trips occur. At least two experiential learning opportunities take place from either structured or curricular educational components.

Community stakeholder involvement (if any)

Commercial Aviation
Key Findings- What Community Stakeholders are Involved
○ Adventure Aviation
○ Air Bravo
○ Air Canada
○ Air Jasper Inc.
○ Transport Canada
○ Westjet
○ Alberta Central Airways
○ Flair Air
○ Alpine Helicopters Ltd.
○ Arctic Sunwest
○ Kelowna Flightcraft
○ Canadian Helicopters
○ Canadian North
○ Carson Air

Data verification shows at least three community stakeholders involved with this program. Unlike Business Administration, Office Administration and the Food, Wine and Tourism program, the Commercial Aviation Program does not refer to any of the same stakeholders that are associated with the other programs.

4.8 Summary

The following is a brief summary of the key themes that emerge from the data review, course outline and calendar analysis. The findings are categorised into three themes: community stakeholder engagement, structured experiential learning opportunities and experiential learning as a key component of teaching and learning. The findings indicate that there are two types of experiential learning happening in the OSB:

1) Structured experiential learning in which students are familiarized with the world of work within a postsecondary education programme. Structured experiential learning tends to be

associated with a type of program: co-op, apprenticeship, service learning, where the learner would go off campus to learn and work at the same time.

2) Curricular experiential learning encompasses various learning opportunities centred on the integration of academic learning and practical application in a chosen educational environment (Sattler, 2011). Curricular experiential learning happens within a classroom setting and is normally planned into the curriculum through assignments and learning outcomes.

1) Significant community stakeholder engagement

The Okanagan School of Business has strong support from community stakeholders. Their reach into the local community is vast, with many stakeholders identified as supporters of its programs. Students are actively engaged in structural experiential learning through the school year. Practicums, co-ops, and apprenticeships are three of the types of structural experiential learning that see students engage with community stakeholders for long periods of time. In the case of co-op work terms, students can engage with a stakeholder for up to half of their program timeline and in some cases for as long as two years (B.Naka, personal communication, May 26, 2016). Students doing co-ops and practica are tracked and managed through two separate databases while students doing apprenticeship work terms are not tracked in any database system. The structured experiential learning community and student information are all stored in separate locations. As revealed in the data verification many instructors, coordinators and administrators reach out to the same community stakeholders without knowing that they are already involved with other Okanagan School of Business programs.

2) Structured experiential learning opportunities

Figure 4 visually maps (on the next page) all of the various types of structured experiential learning that occurs in the OSB. From the verification data, course outlines,

experiential learning matrix and calendar analysis there is a clear outline that can be used to build a user friendly database. Using the key headings found in Figure 4 students instructors and community stakeholders can see what type of structural experiential learning is taking place and can market these opportunities to prospective students.

Figure 3
OSB Structured Experiential Learning



Figure 5 (see on next page) illustrates that experiential learning is a key component to teaching and learning in the OSB. From the verification data, course outline, experiential learning matrix and calendar analysis there is a clear map that can be used to help students,

advisor and instructors understand what type of learning is happening in the classroom. Using the key headings found in Figure 5 students, instructors and community stakeholders can see what type of curricular experiential learning is taking place and can market these opportunities to prospective students and community members can know where to go to be involved in this type of learning environment. All of the curricular experiential learning activities shown in Figure 5 are related to course outcomes that instructors implement into their classroom activities. These curricular components could be one-time activities or could be part of a semester component. Curricular experiential learning differs from structural experiential learning mainly in length, and where the learning takes place – most curricular experiential learning occurs inside the classroom whereas structured takes place in the community, and structure experiential learning often happens as a separate program itself.

Figure 4
Types of Experiential Learning in the Course Development



The findings from the literature review, verification data and course outline and calendar analysis were successful in helping to describe the current state, type, and stakeholders of

experiential learning happening within the Okanagan School of Business. These three lines of evidence overlapped on some subjects. Since the verification data, course outline and calendar analysis filled the gaps left by the literature review, much of the verification data, course outline and calendar data complemented what was found in the literature. Despite the relatively small sample size, the results provided diversity in perspectives of the type of experiential learning taking place in the classrooms, but also consensus views that there is a lot of experiential learning occurring in the Okanagan School of Business. The verification data identified key stakeholders and various types of experiential learning opportunities. These themes informed strategic implications the OSB should consider moving forward. These include where to house all of the structured experiential learning, how to market experiential learning to prospective students and how to coordinator all of the experiential learning taking place. The next section offers one recommendation for the OSB to consider and a mean to implement the recommendation.

5.0 RECOMMENDATION

This section presents one recommendation for the OSB to consider. The recommendation is the development and implementation of the OSB experiential learning database and website. The OSB will build on its strengths by establishing an experiential learning database and website for the three types of experiential learning themes outlined in the findings: classroom curriculum, structure experiential learning and stakeholder development. The establishment of a database and website will align to the following OC's strategic plan key directions.

- Increase student engagement in learning;
- Increase student engagement in communities;
- Encourage innovation;
- Increase sharing and collaboration among departments and disciplines; and
- Better assist students in their efforts to find work related to their field of study (Okanagan College, 2015)

It is recommended that the Okanagan School of Business store all experiential learning information on one database and website. The suggested location to store all the OSB experiential learning data is on the Student, Graduate and Co-op website and database. The Student, Graduate and Co-op website already lists many experiential learning opportunities such as: co-op, graduate internship, research opportunities, and volunteer and student jobs. The process to transition to a larger experiential database and website would be easy and not require additional capital expenses.

It is recommended that the vendor selected would be Maximizer CRM Software as the vendor of choice for its experiential learning database.

The reasons for this include:

- The OC Student, Graduate and Co-op Employment Centre will be the housing unit for the database. Currently, the Employment Centre uses Maximizer CRM and has a long-term relationship with the vendor (over 15 years).
- OC is licensed to use Maximizer CRM applications. While the vendor has stated that there might be an additional financial requirement with the expansion of the number of licensed user required the fee would be significantly less than if OC went with another vendor.
- Maximizer CRM has a local Kelowna distributor that can help with set-up and troubleshooting
- OC has four campuses and Maximizer has a cloud system where users can access from any location - eliminating the hassle of managing servers, IT teams and security protocols.
- Maximizer CRM will be responsible for security infrastructure including a Tier IV data center partner, providing industry-best practices processes and technologies, 128-bit SSL encryption, firewall-protection, 24/7 intrusion detection monitoring and more, to protect data against external and internal threat, and it is accessible whenever need it.

6.0 IMPLEMENTATION OF THE OKANAGAN SCHOOL OF BUSINESS EXPERIENTIAL LEARNING DATABASE and WEBSITE

This section is broken into six key areas for the development of the experiential learning database and website. The first section addresses assumptions related to the implementation of an experiential learning database and website, the second section defines project goals and objectives, the third section considers business drivers for the OSB, while the fourth section establishes the customers and last section provides a timeline implementation guide.

6.1 Implementation Assumptions

- 1) OSB wants a centralized ELD system and has the substantive ability to develop and maintain a database.
- 2) The implementation of the ELD system is feasible and those stakeholders will aim to develop a better system for experiential learning at the OSB.
- 3) OSB wants to be involved in affecting change and be part of something that will have significant positive impacts on our communities and transform lives.

6.2 Project Goal and Objectives of the OSB Experiential Learning Database and Website

The project goal is the implementation of the Experiential Learning Database (ELD) to support strategic plan key directions. The guiding objectives of ELD are as follows:

- 1) Aid students in their transition from the OSB to a career
- 2) Inspire and motivate students and staff to get involved with experiential learning at Okanagan College
- 3) Enhance the quality of OSB students experiential learning opportunities on campus and in the community

- 4) Coordinate experiential learning opportunities through different programs, encourage sharing opportunities and contacts throughout the OSB.
- 5) Integrate ELD programming on all campuses
- 6) Continue to enhance the OSB' s business process
- 7) Lower frustrations from stakeholders in regards to touch points when contacting the OSB or when the OSB contacts them.

6.3 Business Drivers of the OSB Experiential Learning Database and Website

The following are business drivers for the ELD system implementation:

- 1) To offer exceptional ELD courses and programs at the OSB, resulting in providing a more competitive post-secondary institution and increasing the touch points for hands on user (student) experiences.
- 2) Have an easy reporting and accessible system for users. Users will be able to capture what employers and stakeholders are offering ELD, where it is taking place, in what programs, how many students and length of involvement. This information can support funding decisions, program development, advancement opportunities and recruitment areas.
- 3) Optimize the Maximizer CRM system to:
 - a. Facilitate the sharing of information between operational areas (student services, apprenticeship, advancement, continuing studies, student, graduate and co-op employment centre)
 - b. Eliminate multiple departments approaching the same employer and stakeholders for different needs, have a united front when reaching out to the community
 - c. Minimize data duplication

- 4) Advance operational productivity through:
 - a. Less paperwork
 - b. More shared data and integration between programs
 - c. All users can access and manipulate data
 - d. Open and transparent operational areas
- 5) Provide a strong customer service management system, Maximizer CRM is developed to enhance and capitalize on strong customer engagement
- 6) Facilitate a cohesive OSB where all areas can participate and are given equitable resources

6.4 Customers of the OSB Experiential Learning Database and Website

Table 3 below identifies the primary end user(s) that benefit from the deliverables of ELD project and how they will be positively impacted. Customers may be internal (Okanagan School of Business programs) or external (students, alumnus)

Table 3
Experiential Learning Customer Group

Customer Group	Description	Impact
Prospective students	Undergraduates looking for institutions that offer experiential learning opportunities and in what capacity	Streamlined access to experiential learning opportunities and a mapped area where the college can market the different types of opportunities
Students	Students looking for experiential learning opportunities	Students will be able to know who in the community support experiential learning what types are available depending on your program

Foundation	Foundation department will be able to go with better donor proposals especially if they know what contact the donor already has with the college	More donor support and financial contributions.
Academic programs	Programs will be able to see where experiential learning is taking place so they will not ask the same community members to take on their students, or they will be able to see if similar project is already being done and ask if they need additional support	Increased efficiency when looking for experiential learning community support
Student, Graduate and Co-op Employment Centre	Be able to give employers and community members a better idea of what type of opportunities students will require and start to track when the students will be needed	Better opportunities and more accessibility for all students
Employers/ community members	Community members will know where to go to post and discuss opportunities. They will not be transferred from one department to another	More satisfied community members that provide more opportunities to students
Government	Able to find out the Okanagan School of Business community impact and student success data	Able to support more programs or increase funding to certain areas due to more concise and up-to-date data

6.5 Implementation Guide of the OSB Experiential Learning Database and Website

This section provides an implementation plan for the recommendation of developing an Experiential Learning Database and Website for the OSB. It includes four phases: project concept, which can begin in January 2017; project sign off, which can begin in February 2017 when the program chair, dean and director sign off the charter and a communication plan is developed; project kick off, occurring in March 2017 and lastly the project closure in June 2017.

Table 4
Implementation Guide

Specific Action	Who	Completed by
A. Project Concept		
<ul style="list-style-type: none"> • Conceptualize project work plan 	Student, Graduate and Co-op Employment Centre Team, Maximizer Vendor	January 15 th , 2017
B. Project Sign - off		
<ul style="list-style-type: none"> • Sign-off Charter 	Program Chair, Deans and Directors and Maximizer CRM Vendor	February 15 th , 2017
<ul style="list-style-type: none"> • Communicate plan 	Student, Graduate and Co-op Employment Centre Project Leader	March 1 st , 2017
C. Project Kickoff		
<ul style="list-style-type: none"> • Draft plan 	Student, Graduate and Co-op Employment Centre Project Leader & Maximizer CRM vendor, Stakeholder Steering Committee	March 15 th , 2017
<ul style="list-style-type: none"> • Announce project with objectives 	Student, Graduate and Co-op Employment Centre Project Leader & Public Affairs	March 22 nd , 2017
<ul style="list-style-type: none"> • Stakeholders forums 	Student, Graduate and Co-op Employment Centre Project Leader will host, along with Centre Dean from each campus, Stakeholder Steering Committee	April 1 st , 2017
<ul style="list-style-type: none"> • Finalize overall project implementation 	Student, Graduate and Co-op Employment Centre Project Leader & Stakeholder Steering Committee	April 12 th , 2017
<ul style="list-style-type: none"> • Launch individual program implementation 	Program and department chairs/deans/directors	May 1 st , 2017
<ul style="list-style-type: none"> • Invite Feedback on project implementation and procedures 	Student, Graduate and Co-op Employment Centre Project Leader, Stakeholder Steering Committee	May 15 th , 2017
D. Project Closure		
<ul style="list-style-type: none"> • Report out to vendor and stakeholders 	Student, Graduate and Co-op Employment Centre Project Leader	June 1 st , 2017
<ul style="list-style-type: none"> • Communicate conclusion 	Student, Graduate and Co-op Employment Centre Project Leader & Public Affairs Office	June 15 th , 2017
<ul style="list-style-type: none"> • Evaluate (lessons learned) 	Student, Graduate and Co-op Employment Centre Project Leader & Stakeholder Steering Committee	June 20 th , 2017
<ul style="list-style-type: none"> • Celebrate 	Everyone (Vendor, Stakeholders & Student, Graduate and Co-op Employment Centre Project Leader)	July 2 nd , 2017

7.0 CONCLUSIONS

The objectives of this research project are to explore what type of experiential learning is occurring at the Okanagan School of Business and evaluate whether the Okanagan School of Business has the capacity to develop and maintain an experiential learning database website. A large literature review has been conducted to identify the history of experiential learning, the definition of experiential learning and what is not considered experiential learning, critiques and limitations of experiential learning, trends in experiential and a finally a breakdown of the benefits of experiential learning at colleges and universities.

The findings from the literature review, data analysis and data verification are complementary to the types of experiential learning occurring in the School of Business, with differing emphasis. The findings outlined three experiential learning themes: classroom curriculum, structured experiential learning and stakeholder development.

The data informed the resulting recommendation, is for the Okanagan School of Business to develop and implement an experiential learning database and website. The rationale for the database and website recommendation highlighted the customers, goals and objective as well as an implementation guide. These tools are valuable to ensure that the OSB enters a partnership that benefits its stakeholders: students, instructors, administrations, government, and employers.

The findings of this study provided a diversity of perspectives from experiential learning in the classroom to more structured experiences. This report shows that there is a genuine interest in experiential learning at OSB and within the Okanagan College more generally. The researcher has been asked for a presentation to take place during the August 2016 staff meeting. While more can be done in the space of research on experiential learning at OSB and OC, this

study provided rich information about the current state of experiential learning in the OSB, where and how the learning is taking place and what stakeholders are involved.

In conclusion, developing a database and website is a best practices tool for the OSB. The Okanagan School of Business will need to strategize the best way to implement this recommendation, take the time to plan and invest in this model both financially and through human capital. By employing the recommendation provided in this report the Okanagan School of Business will be positioned to build a dynamic database and engage all stakeholders. The recommendations will support the Okanagan School of Business to grow its experiential learning capacity and make a huge impact on its stakeholders – students, employees and the community.

REFERENCES

- Adelman, C. (1993, September 8) The changing 'forgotten half.' *Education Week*.
- Albert, S. (2010, July). *Discussion Paper Student Retention*. Retrieved from Council of Ontario Universities: <http://www.cou.on.ca/publications/publications-archives/academic-colleague-papers/pdfs/ac-discussion-paper-student-retention---july-2010>
- Accountability Council for Co-operative Education. (2015). Retrieved from: <http://www.co-op.bc.ca/ace>
- Association of American Colleges & Universities (2016). Recent Trends in General Education Design, Learning Outcomes, and Teaching Approaches. Retrieved from: https://www.aacu.org/sites/default/files/files/LEAP/2015_Survey_Report2_GETrends.pdf
- Association for Cooperative Education, *Comparative Matrix*. (2015) Retrieved from: <http://www.co-op.bc.ca/>
- Association of Experiential Learning (2015). *What is Experiential Education?* (September, 25, 2015). Retrieved from: <http://www.aee.org/what-is-ee>
- Beard, C., & Wilson, J. P. (2013). *Experiential learning: a handbook for education, training and coaching* (3rd ed.). London, UK: Kogan Page Publishers.
- Brookfield, S. (1990). *The skillful teacher*. San Francisco, CA: Jossey-Bass.
- Butin, D. W. (2005). *Service learning in higher education: critical issues and directions*. New York: Palgrave Macmillan.
- Cantor, J.A. (1995). *Experiential Learning in Higher Education*. Washington, D.C.: ASHEERIC Higher Education Report No. 7.
- Chapman, S., McPhee, P., & Proudman, B. (1995). What is Experiential Education?. In Warren, K. (Ed.), *The Theory of Experiential Education* (pp. 235-248). Dubuque: Kendall/Hunt Publishing Company.
- Clark, R, Threeton, & M. Ewing, J. (2010). The Potential of Experiential Learning Models and Practices In Career and Technical Education & Career and Technical Teacher Education. *Journal of Career and Technical Education*, Vol. 25, No. 2, Winter, 2010
- Cross, P. (1981). *Adults as Learners*. San Francisco, CA: Jossey-Bass
- Dewey, J. (1938). *Experience and education*. New York: Collier Macmillan
- Hall, B. (2013). *Community Based Research: An Introduction*. Retrieved from <http://vimeo.com/68039712>

- Hanover Research. (2014). *Higher Education Market Leadership: A look at how higher education institutions used research across*. Retrieved from: <http://www.hanoverresearch.com/media/Hanover-Research-Higher-Education-Year-in-Review-2013.pdf>
- Hart, J. (2001). *Smiling through the cultural catastrophe: toward the revival of higher education*. New Haven, CT: Yale University Press.
- Jarvis, P. (1995). *Adult and continuing education* (2nd ed.). London, UK: Routledge.
- Kemp, J., Morrison, G., & Ross, S. (1996). *Designing effective instruction*. Upper Saddle River, NJ: Prentice-Hall.
- Lewis, L & Williams. (1994). *Experiential Learning: Past and Present*. New Directions for Continuing Education, no. 30. San Francisco: Jossey-Bass.
- Kolb, D. A. (1984). *Experiential learning: experience as the source of learning and development*. Upper Saddle River, NJ: Prentice Hall.
- Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4(2), 193-212.
- Kolb, D. A. & Lewis, L. H. (1986). "Facilitating Experiential Learning: Observations and Reflections." In I. H. Lewis (ed.), *Experiential and Simulation Techniques for Teaching Adults*. New Directions for Continuing Education, no. 64. San Francisco: Jossey-Bass.
- Madgett, P., & Bélanger, C. (2008). First University Experience and Student Retention. *The Canadian Journal of Higher Education*, 38 (3), 77.
- McDougall, K. (2014). *Experiential Learning for the History Classroom*. Toronto: Ontario Institute of Studies.
- McKeachie, W. J. (1994). *Teaching tips*. Lexington, KY: Heath and Company
- McLeod, S. A. (2015). Kolb - Learning Styles. Retrieved from www.simplypsychology.org/learning-kolb.html
- Moore, D. T. (2010). Forms and issues in experiential learning. *New Directions for Teaching and Learning*, 124, 3-13.
- Okanagan College. (2011, May). *Reach Out*. Retrieved from Okanagan College : [http://www.okanagan.bc.ca/Assets/Departments+\(Administration\)/Registrar\\$!27s+Office/Reach+Out/Reach+Out+May+2011.pdf](http://www.okanagan.bc.ca/Assets/Departments+(Administration)/Registrar$!27s+Office/Reach+Out/Reach+Out+May+2011.pdf)
- Okanagan College. (2014, December 1). *Accountability Plan and Report*. Retrieved from

- Okanagan College:
[http://www.okanagan.bc.ca/Assets/Departments+\(Administration\)/Board+of+Governors/Documents/Accountability+Plan+and+Report+2014+to+2017.pdf](http://www.okanagan.bc.ca/Assets/Departments+(Administration)/Board+of+Governors/Documents/Accountability+Plan+and+Report+2014+to+2017.pdf)
- Okanagan College Student, Graduation and Co-op Employment Centre. (2014, October 22). *Student Information Handbook*. Retrieved from Okanagan College:
http://www.okanagan.bc.ca/Student_Services/students/coop/Co-op_Information/Student_Information_Handbook.html#why
- Okanagan School of Business. (2016, February, 4). *Business Programs*. Retrieved from Okanagan College:
http://www.okanagan.bc.ca/programs/areas_of_study/business/Business_Programs.html
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Penny, K., Frankel, E., & Mothersill, G. (2012). *Curriculum, Climate And Community: A Model For Experiential Learning In Higher Education*. Toronto: Ryerson University.
- Northern Illinois University, Office of Student Engagement and Experiential Learning OSEEL (2011). *About the office of student engagement and experiential learning (2011)*.
http://www.niu.edu/teachercertification/teachercert/tcp_st.shtml
- Rochester Institute of Technology. (2012). *The Future of Teaching and Learning in Higher Education*. Retrieved from:
https://www.rit.edu/provost/sites/rit.edu.provost/files/future_of_teaching_and_learning_reportv13.pdf
- Roberts, J. W. (2012). *Beyond learning by doing: theoretical currents in experiential education*. New York: Routledge.
- Sattler, P., & Peters, J. (2012). *Work-integrated learning and post-secondary graduates: the perspective of Ontario employers*. Toronto: Higher Education Quality Council of Ontario.
- Silberman, M. (2007). *The Handbook of Experiential Learning*. John Wiley & Sons Inc. pp. 8.
- Simon Fraser University. *Experiential Learning*. (2016, January, 20). Retrieved from: Teaching and Learning Centre. <https://www.sfu.ca/tlc/resources-and-tools/experiential-learning.html>
- Stirling, A. E. (2013). Applying Kolb's theory of experiential learning to coach education. *Journal of Coaching Education*, 6(2), 34-51.
- The Canadian University Survey Consortium. (2016). *First Year University Student Survey*. Retrieved from: http://www.cusc-ccreu.ca/publications/CUSC_2016-First-Year-Report-EN.pdf

The Higher Education Council of Ontario. Work Integrated Learning Guide. (2016, March 15). Retrieved from:
http://www.heqco.ca/SiteCollectionDocuments/HEQCO_WIL_Guide_ENG_ACC.pdf

The Federal Budget 2016. *Federal Budget Highlights*. (2016, May 10). Retrieved from:
University Canada; <http://www.univcan.ca/wp-content/uploads/2016/03/Universities-Canada-2016-Federal-Budget-Highlights.pdf>

Thornton Moore, D. (2010). Forms and issues in experiential learning. *New Directions for Teaching and Learning*, 124, 3-13.

University of Minnesota. *Centre for Community Engaged Learning*. (2015, September 15). Retrieved from: <http://www.servicelearning.umn.edu/info/reflection.html>

University of Victoria (n.d.). *Publication Experiential Learning*. Victoria: Co-op Education Program and Career Services

University of Waterloo. *Experiential Learning*. (2016, January 20). Retrieved from: Centre for Teaching Excellence. <https://uwaterloo.ca/centre-for-teaching-excellence/resources/integrative-learning/experiential-learning>

Wurdinger, S. D., & Carlson, J. A. (2010). *Teaching for experiential learning: Five approaches that work*. Lanham, MD: Rowman & Littlefield Education.

APPENDICES

Appendix 1: Experiential Learning Matrix Program Definitions

DEFINITIONS: PROGRAM TYPES	
EXPERIENTIAL LEARNING	
Work-Integrated Education (WIE)	This refers to WIL programs (see definition below) that contain the educational features of: a substantial and meaningful experience with intentional links to the curriculum, the setting of learning objectives, assessing learning outcomes, purposeful reflection
Applied Research	Where students are engaged in research that occurs primarily in workplaces. Includes: Consulting projects; design projects; community-based research projects.
Apprenticeship	Required for certified trades. Assessment typically in the form of number of hours completed.
Clinic:	Provides work experience under the supervision of an experienced registered or licensed professional. Unlike practica, which require practice-based work experience for discipline specific professional licensure or certification, clinics provide practice-based work experience, in some cases these work experience hours are required for professional certification.
Curricular Community Service Learning	Curricular Community Service Learning (CSL) integrates meaningful community service with classroom instruction and critical reflection to enrich the learning experience and strengthen communities. In practice, students work in partnership with a community based organization to apply their disciplinary knowledge to a challenge identified by the community. They then intentionally reflect on the experience in an effort to understand how theory and practice align; to interrogate course based learning; and to understand their role in the community.
Co-op (co-op alternating and co-op internship models)	Co-op alternating consists of alternating academic terms and paid work terms. Co-op internship consists of several co-op work terms back-to-back. In both models work terms provide experience in a workplace setting related to the student's field of study. The number of required work terms varies by program; however, the time spent in work terms must be at least 30% of the time spent in academic study.
Internship	Offers usually one discipline specific, supervised, structured work experience or practice placement of substantial duration. Internships may occur in the middle of an academic program or after all academic coursework has been completed and prior to graduation. Internships can be of any length but are typically 4, 8 or 12 months long.
Field Placement	Provides students with an intensive hands-on practical experience in a setting relevant to their subject of study. Field placements may not require supervision of a registered or licensed professional and the completed work experience hours are not required for professional certification. Field placements account for work-integrated educational

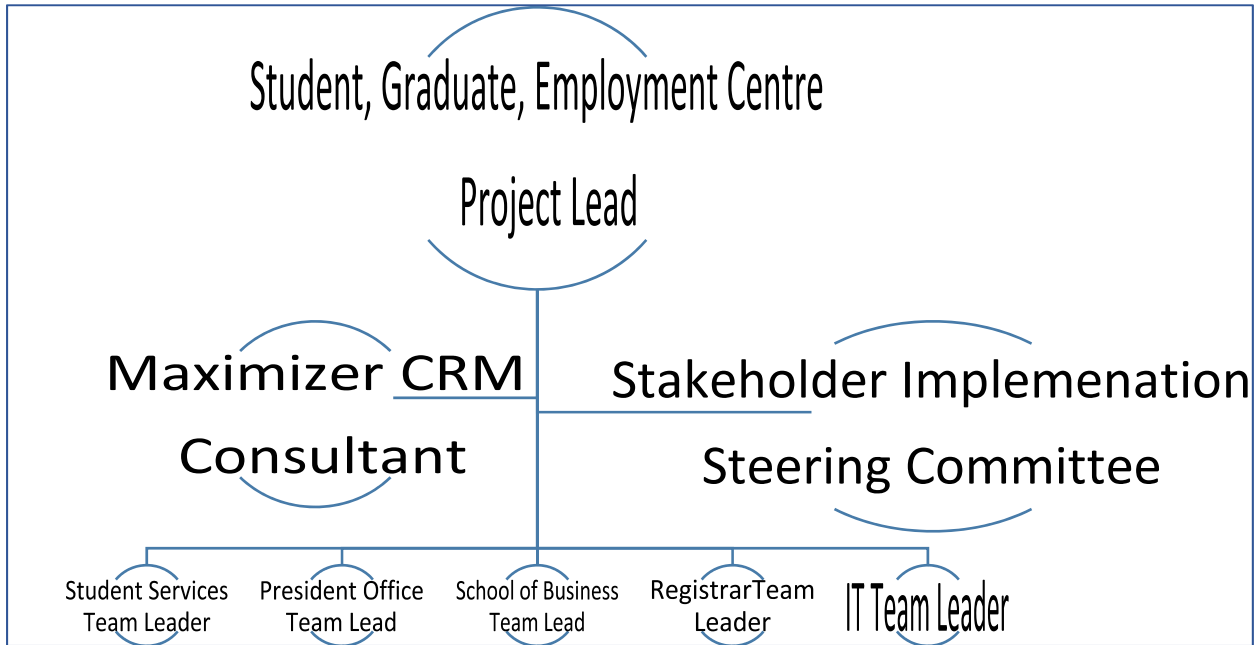
	experiences not encompassed by other forms, such as co-op, clinic, practicum, and internship.
Practicum/ Clinical Placement	Involves work experience under the supervision of an experienced registered or licensed professional (e.g. preceptor) in any discipline that requires practice-based work experience for professional licensure or certification. Practica are generally unpaid, and, as the work is done in a supervised setting, typically students do not have their own workload/caseload.
Work Experience	Intersperses one or two work terms into an academic program, where work terms provide experience in a workplace setting related to the student's field of study. Work Experience is a smaller-scale version of co-op.
Work-Integrated Learning (WIL)	Work-integrated learning (WIL) are forms of experiential learning where the site of learning either occurs in the workplace or where the learning is strongly associated with a workplace.
Para-Professional	Involves student participation (paid or unpaid) in structured programs under the purview of a college or university department that provide services or support to a third party. Activities include: peer helpers; student ambassadors.
Research Assistantships	Hired on research related projects with a faculty member or department.
Post-Credential Internship	Occurs after all academic coursework has been completed and prior to graduation. Internships can be of any length, but are typically four, eight, or twelve months long.
Teaching Assistantships	Hired to provide supplementary teaching support to faculty member or department.
Co-Curricular Community Service Learning	Co-curricular CSL experiences differ from course-based CSL in that students engaged in co-curricular CSL are not enrolled in a designated CSL course. In the absence of the course content and context from which to draw, participants are purposefully supported by staff to apply disciplinary knowledge relevant to their course of study in community settings and to take part in intentional reflection on the experience.
Volunteer	Co-curricular CSL experiences differ from course-based CSL in that students engaged in co-curricular CSL are not enrolled in a designated CSL course. In the absence of the course content and context from which to draw, participants are purposefully supported by staff to apply disciplinary knowledge relevant to their course of study in community settings and to take part in intentional reflection on the experience.
Work Study	Work opportunities with academic units with monies provided by student financial aid.
Externship	Short term periods in a workplace, such as job shadowing to provide students with exposure.
Students as Staff	Includes: part time work such as a student summer job on campus, student library assistants.

Appendix 2: Experiential Learning Matrix Attribute Definitions

DEFINITIONS: ATTRIBUTES	
Experience	
Direct hands-on experience	Student is actively engaging with the experience
Meaningful and substantial	Student gains a meaningful experience that substantially contributes to their program
Linked to curriculum	Linked to curricular objectives
Curriculum Integration	
Learning outcomes	Students and instructors set learning objectives
Assessment by institution	Assessment; receives academic credit (included or additive)
Assessment by workplace	Assessment; receives feedback (formally or informally)
Integration back to curriculum	Learning integrated back into the development of students' academic goals
Student Outcomes	
Knowledge, skills, attributes	Students obtain these outcomes from the experience
Capacity to contribute	Students develop the ability use the competencies they gained
Reflection	
Formalized, ongoing	Learning integrated back into the further development of student's goals: personal, academic, career
Structure	
Paid (salary, stipend, etc.)	Student receives monetary compensation for work
Academic credit bearing	Student receives academic credit
Mandatory	The experience is a requirement of the program
Full-time (35+ hours/week)	Student works full-time hours
Proportion of time required for credential =>30%	Student is engaged in the experience during a minimum of 30% of the time of their academic program

Appendix 3: Experiential Learning Database and Website Project Structure

The following is the ELD System Project Organizational Chart



Appendix 4: ELD Roles and Responsibilities

Name	Role	Responsibilities
Tanya Tarlit	Student, Graduate and Employment Centre Project Lead	<p><i>The project leader is the main go to person (advocate) for the project.</i></p> <ul style="list-style-type: none"> • They will provide strategic direction, • Have signing authority for the budget, • Ensure open communication between all stakeholders • Work with all team leaders, consultants and committee to facilitate timely and effective decisions
TBD	Stakeholder Implementation Steering Committee	<ul style="list-style-type: none"> • The committee will establish the overall direction of the project, • Review and approve charter, • Provide support and communicate with program team leaders and • Liaise with vendor consultant
Jeff Loadlo	Maximizer CRM Consultant	<ul style="list-style-type: none"> • Plan and execute with the project leader in a timely manner, • Ensure the communication and educational components are clearly established, • Participate in the project implementation process, • Procure key deliverable to the implementation committee, • Provide guidance in the set-up of the system, • Provide key users with training before the implementation goes live, • Provide team leads with extended training workshop both in person and online to ensure knowledge transfer and adoption
Specific individuals TBA – Subject area experts and technical staff	School and Program Team Leads	<ul style="list-style-type: none"> • Each team lead will serve as a school/department representative to help champions the ELD system integration into all OSB programs. • Team leads will schedule training during appropriate hours • They will communicated ELD system integration to other members of their program • Bring any concerns from other staff members to the implementation committee, • Will coordinate the set-up of Maximizer CRM with their department,

		<ul style="list-style-type: none">• Participate in ELD forums• Help coordinate user integration and adoption• Provide advice and guidance to program members
--	--	--

Resources

- Work space for the project lead and implementation committee
- Daily online Maximizer CRM support
- Written manuals
- Okanagan College IT support
- Skilled user group (Student, Graduate and Co-op Employment Team)

Appendix 5: Success Criteria

The below table lists and describes the target(s) that will be used to measure the success of the project. Included in the table are the expected outcomes that the ELD project will have on Okanagan School of Business (OSB).

Metric or Value	Intended Outcome
Strategic plan	1) Achieve increase student engagement in learning by 40% 2) Increase student engagement in communities 60% 3) Increase sharing and collaboration among OSB programs 80% 4) Better assist students in their efforts to find work related to their field of study 65% NOTE: currently the strategic plan mandates only certain program track, with the implementation of ELD they will be tracked throughout OSB
Tracking and system costs	5) Decrease of \$20,000 annually, coming under one database means not having to pay as much administration and licensing fees to other database company currently used on campus
Customer service	6) Improved customer service for students and community member by 80%, now all experiential learning will be tracked and mapped for students, staff and community members. All stakeholders will be privy to the same information and there will be no overlap
Improved efficiency and effectiveness	7) Improved efficiency and effectiveness 80%, there will be one area where users will need to go to find information instead of having to search all different departments. This will make contact points with community members/employers/donor for more efficient and professional
Institutional capacity	8) Increased institutional capacity to understand the impacts that OSB is having in the community by 75%
Institutional risk	9) Decrease institutional risk of litigation and brand harm by 70%, when you know what is happening and where on behalf of OSB you are able to better control and provide risk management.

Appendix 6: ELD Project Risk Management Process

A project risk is anything that has the potential of negatively or positively impacting a project. Risks are inherent to the ELD project, however since the risk has not occurred and may never actually occur it is important to develop a risk management plan.

The ELD Project Risk Management Process:

- 1) **Risk Identification:** any ELD project stakeholder can identify a risk, once a risk is identified the stakeholder will log and manage the risk using the ELD risk management ledger.

ELD Risk Management Ledger	
Action item	Description/Example
Risk Number	All of ELD risks number will start with the current date (date/month/year) then followed by the actual risk number (01/02/etc.). EXAMPLE: 12/12/15/#01
Risk Name	A brief quickly recognizable name. EXAMPLE: CLOUD crash
Risk Description	Condition-Consequence Risk Statement: Given [event], there is a risk that [consequence] <ul style="list-style-type: none"> • EXAMPLE: Given the fact that Maximizer CRM is “cloud” host format (no server), there is a risk that we could lose all experiential learning information if the cloud was to be hacked or corrupted.
Risk Date	Day/Month/Year. EXAMPLE: 12/12/15 (also found in the risk number for ease of use)
Risk Owner	The person assigned to be responsible for the risk. EXAMPLE: Project Leader, Team Lead, Student, Graduate and Co-op Employment Centre Staff
Risk Trigger	The event that would trigger the risk. EXAMPLE: The Cloud Crashes or is Hacked
Risk Mitigation Strategy	A description of the activities that must be put into place to mitigate the risk - reducing the probability of the risk from occurring and/or the impact of the risk should it occur. EXAMPLE: review server policy with Maximizer CRM, do a manual download bi-weekly and review privacy information guidelines if the cloud is hacked – make sure that responsibility lies on the vendor- Maximizer CRM.
Risk Contingency Plan	Contains information on what needs to take place if the risk is realized. Example: to do a system export to EXCEL on a monthly basis focusing on all key contact fields (name, program, contact info, notes, length of contact, departments), have this file available on the shared network drive until Maximizer is up and running or a new system is bought and implemented.
Risk Status	Open or closed, if closed record the date that is closed
Notes	Status updates from the risk owner

- 2) **Risk Measurement:** once the risk has been identified and documented in the ELD risk management ledger, a risk owner must be assigned. The risk owner will be either the Project Director, Team Lead, Student, Graduate and Co-op Employment Centre Staff or Committee Member.

The Risk Owner will assess the risk, validate that it is a risk and identify a mitigation strategy for the risk. The risk owner will develop a plan of action to ensure the negative risk is eradicated.

The risk owner will score the risk. The risk score is calculated by looking at the probability and impact of that risk (Risk Score = Probability x Impact). The table below lists some risks that could potentially occur, however the risks associated to the project are not limited to the table.

RISK	PROBABILITY	IMPACT	OVERALL RISK RATING
	High (H) Medium (M) Low (L)	High (H) Medium (M) Low (L)	High (H) Medium (M) Low (L)
Stakeholder buy-in not achieved	M	H	M/H
Project turns out to be bigger in scope than anticipated	M	M	M
Maximizer CRM System is bought out or goes bankrupt	L	H	M
Maximizer CRM cloud software is hacked or disabled	M	H	M/H

All identified risks will be assessed for probability and impact and a risk owner will be delegated to the risk. The risk owner will review the risk through to completion of the ELD project. The risk score serves as a measure of the risk's priority (PM Documents, 2012). The ELD project integration committee may have high risk scores. In some cases the committee will have to determine whether to 1) accept the risk, 2) avoid the risk 3) transfer the risk or 4) Mitigate the risk.

- 3) **Risk Mitigation:** If the ELD integration committee determine that a risk should be mitigated, the Risk Owner will be responsible to come up with a mitigation strategy. The mitigation strategy will reduce the probability of the risk occurring or if it does lessen the impact of the risk.
- 4) **Risk Monitor and Review:** The ELD integration committee will monitor the risk to ensure that the risk is being mitigated. This will take place through status updates via the Risk Owner. The Risk Owner will report whether the risk situation is a: work-in-progress, resolved, changed or newly identified.

Appendix 7: ELD Project Approval

Approvals

CONSORTIUM AUTHORIZATION

Maximizer Project Manager	
	(name) (signature) (date)

STUDENT SERVICES

Coordinator, Student Graduate and Co-op Employment Centre	
	(name) (signature) (date)
Director, Student Services	
	(name) (signature) (date)

OKANAGAN SCHOOL OF BUSINESS AUTHORIZATION

Dean	
-------------	--